

Offshore Assessment Policy

1. Purpose

UNSW College (the College) offers some of its Award and Non-Award Programs to offshore Students, i.e., those located outside of Australia.

These offshore Programs may be delivered either directly by the College (College delivered Program) or through a Transnational Education (TNE) Provider (TNE Provider delivered Program), both of which operate under the College's academic and operational standards. The TNE Provider is a third-party provider and TNE refers to the delivery of Programs, Courses, or services to learners offshore.

Assessment is a systematic process for facilitating and evaluating student learning. This Policy details the principles that govern the College approach to the Assessment of student learning.

This includes:

- ensuring the design of Assessment activities demonstrate learning and progress;
- providing Assessment feedback for students to reflect on their learning and monitor their progress;
- Moderation of Assessment activities, where required;
- awarding of marks for Assessment undertaken during Term; and
- determination and awarding of grades at the end of Term.

2. Scope

This policy applies to:

- (a) all College Award and Non-award Programs delivered offshore; and
- (b) all College students undertaking programs offshore; and
- (c) all modes of offshore delivery, including online, face to face and Hybrid; and
- (d) all staff involved in the promotion, recruitment, admission, delivery, management or administration of offshore programs.

3. Policy Statement

The College is committed to developing and delivering valid, reliable and fair Assessments that are clearly referenced to Learning Outcomes, enhance the student learning experience and provide optimal opportunities for achieving successful outcomes.

4. UNSW College Responsibilities

The College is expected to:

- (a) provide learning and Assessment that guides and enhances student learning, with opportunities to demonstrate achievement of specified Learning Outcomes;

- (b) ensure alignment of Course and Program Learning Outcomes;
- (c) ensure Assessment process is transparent, easy for students to understand and provides students with a credible measure of their achievement level;
- (d) ensure Assessments are fair and achievable by all students who have engaged with and made genuine attempts to learn the Course materials. Where reasonable, Educational Adjustments are offered to ensure accessibility in Assessment;
- (e) design Assessment tasks to encourage and uphold the values of Academic Integrity (honesty, trust, fairness, respect, responsibility and courage);
- (f) provide timely feedback for completed Assessment tasks within the teaching period, that enables students to make judgements about their learning and determine how they can improve;
- (g) ensure Assessment workloads in each Course are in keeping with the Units of Credit allocated to that Course and its weighting towards the final grade;
- (h) ensure no piece of Assessment is worth more than 50% of the total marks available for the Course;
- (i) develop Marking Rubrics or marking guidelines, depending on the Assessment item, which will distinguish assigned levels of grading/ student achievement;
- (j) undertake Moderation of marking for Assessment items, if required;
- (k) include a variety of Assessment types, both formative and summative, to support different Learning Outcomes for the Course;
- (l) ensure criterion-reference marking based on student performance in reference to explicit or predetermined criteria and standards, with no pre-determined distribution of grades or grade cut-offs;
- (m) embed one 'Low Stakes' formative Assessment in each Course prior to Census Date to provide early feedback to students on their progress and assist the College in early identification of 'at risk' students;
- (n) ensure adequate authentication of students and invigilation of online examinations (where relevant);
- (o) communicate all Assessment requirements to students in Course Outlines at the beginning of each teaching period. This includes any Hurdle requirements, Assessment tasks, submission date, late submission penalties, weighting towards final grade and marking criteria.

5. TNE Provider Responsibilities

The TNE Provider is expected to:

- (a) ensure that teachers follow the provided Marking Rubrics where applicable.
- (b) submit any Assessment marks by the due date.



- (c) uphold all rules and procedures from the College to support Academic Integrity.

6. Student Responsibilities

Students are expected to:

- (a) always adhere to standards of Academic Integrity and honesty outlined in the [Offshore Academic Integrity Policy](#);
- (b) actively engage with the learning process and attempt all Assessment tasks;
- (c) submit all Assessment tasks by the due date in the required format and understand that penalties apply for late submission;
- (d) comply with relevant policies and Course instructions relating to Assessment tasks and examinations, the latter where relevant;
- (e) respect the rights of fellow students as outlined in the [Offshore Student Code of Conduct](#);
- (f) adhere to the [Offshore Student Appeal Policy](#) when exercising their right to a review of grade;
- (g) communicate with the College regarding any mental or physical health conditions that could adversely impact on their studies (see Section 7 – Educational Adjustments);
- (h) take responsibility for seeking Special Consideration should that become necessary (see Section 9 – Special Consideration for an Assessment task (including Examinations));
- (i) ensure they are available for the duration of the published examination period in each Term.

7. Educational Adjustments

- (a) The College is committed to practices designed to support equitable educational opportunities.
- (b) Students who are admitted under access and equity provisions are entitled to receive reasonable Educational Adjustments to support their success.
- (c) Students seeking support based on a disability or long term medical or mental health illness, are requested to advise the Provider, if Program is delivered by Provider, and/or the College prior to commencement to ensure, where appropriate, an equitable learning plan can be devised to support the student.
- (d) An equitable learning plan may include assignment extensions, submitting assignments in alternative formats, examination adjustments (where relevant) and health and welfare support, based on documentation provided by the student.
- (e) Implementation of Educational Adjustments should not compromise the integrity of the Course.



8. Examinations

- (a) The College and/or TNE Provider holds examinations for some Courses at the end of a teaching period, with the key dates published in the academic calendar at the beginning of every Academic Year.
- (b) Students and staff must ensure they are available for the duration of the published examination period in each Term.
- (c) Provisional and final examination timetables are emailed to students' official email address at least two weeks prior to the commencement of the examination period.
- (d) Students must view their personal examination timetable and attend at the published time and date.
- (e) If a student is unable to undertake an examination at the scheduled time, an alternative examination may be scheduled on one of the following grounds:
 - i. the change relates to an equitable learning plan developed for the student; or
 - ii. a student has two (2) examinations scheduled at the same time; or
 - iii. a [Special Consideration Application Form](#) from the student has been approved.
- (f) Students will be advised of the technical requirements, including any hardware and software required, prior to sitting an examination and each student's identity will be verified prior to commencement.

9. Special Consideration for an Assessment task (including Examinations)

- (a) If a student is unable to attend an examination/submit an Assessment due to events beyond their control, they can apply for Special Consideration. Special Consideration applications can be submitted as soon as practicable after the problem occurs within three (3) working days of the Assessment due date/ Examination.
- (b) Applications are made by submitting a [Special Consideration Application Form](#) accompanied by a medical certificate or other evidence that clearly indicates the basis on which the student is making the application.
- (c) By undertaking or submitting an Assessment, or sitting an examination on the scheduled date, the student is declaring they are fit to undertake the Assessment and cannot later apply for Special Consideration.
- (d) Special Consideration applications are:
 - i. not designed to deal with long-term disability or illness;
 - ii. considered only when a properly documented and timely application is received;
 - iii. submitted to:
 - (a) enquiries@unswcollege.edu.au for a College program delivered

online; or

- enquiries@unswcollege.edu.au for a Provider delivered program

iv. considered by the relevant Academic Head or nominee.

(e) Outcomes of a Special Consideration application include:

- extension of an Assessment deadline to a date that will not impinge on a student's ability to complete the Course in a timely manner;
- where feasible, a Supplementary Assessment or deferred examination. A deferred examination is only possible if the student has not attempted the examination for which Special Consideration is sought; or
- aggregation of marks derived from other completed Assessment tasks or averaging to achieve an overall mark.

10. Grade Descriptors

10.1 UNSW College Academic English courses

- (a) A final grade ranging from A+ to F will be allocated, based on the College Academic English Framework, for which the Concordance Table is provide below:

Table 1: Concordance Table aligning University English Entry Course (UEEC) Grades with other English Language Tests.

UEEC Grade	IELTS	TOEFL iBT	TOEFL PBT	PTE
A+	>8.0	≥102	≥610	≥67
A	8	≥102	≥610	≥67
A-	7.5	≥102	≥610	≥67
B+	7.5	102	610	67
B	7	94	589	65
B-	6.5	90	577	64
C+	6.5	90	577	64
C	6	75	537	50
C-	5.5	65	513	46

10.2 Final grades for College Award Programs (Diplomas, Degrees)

- (a) All Courses, except the Communication and Academic Literacy Course, are allocated a mark out of 100. Marks are representative of letter grades according to the UNSW grading scheme outlined in the table below. All discipline-specific Diploma Courses have the same number of units (6 UOC).
- (b) Overall performance is averaged based on all UOC attempted and is expressed as a Weighted Average Mark (WAM) out of 100. A student's WAM is cumulative, i.e., every Term, the new Course marks get added to the WAM calculation.

Table 2. Final grades for College Award Programs (Diplomas, Degrees)

College Diploma Mark to Grade Conversion		
Mark	Grade	Grade Description
85-100	High Distinction (HD)	An outstanding performance
75-84	Distinction (DN)	A superior performance
65-74	Credit (CR)	A good performance
50-64	Pass (PS)	An acceptable level of performance
<50	Fail (FL)	Unsatisfactory performance
Marks from approx. 40% to <u>above</u> 50%	Unsatisfactory Fail (UF)	Some Courses have a Hurdle requirement (e.g., a minimum mark in the Final Examination) and a UF grade can be awarded if a student has achieved 50% or more (which is normally a Pass for discipline Courses) but has not met the Hurdle. Details will be in the students Course Outlines.
Pass mark appropriate to each Course	Satisfactory (SY)	Pass mark appropriate to each Course. This is used for ungraded Courses.

Note: see <https://student.unsw.edu.au/grade> for all UNSW grade descriptions.

- (c) A student with a Course mark of less than 50% has failed the Course and must repeat the Course in a later Term to be eligible for their College Diploma. Failing a Course may alter the students study path because some Courses have pre-requisites and/or co-requisites.

Note: Since all discipline-specific Diploma Courses have the same number of units (UOC), the students WAM during the Diploma program is the average of all the students marks.

11. Results

11.1 Marks / Final grades

Marks are released to students in accordance with College protocols and timelines.

11.2 Recording of results

- (a) Accurate records of all marks allocated to students for an Assessment are recorded by teaching staff, to ensure that an accurate calculation of the final grade can be made.

Final grades are determined by calculating the marks received for each Assessment item. The final grade is a reflection of the percentage of the total weighted marks achieved within a Course.

Final grades must be recorded for each student within the Student Management System

by the date mandated by the College, to ensure the timely release of final results to the student and to facilitate the Conferral process.

12. Review of results

- (a) For College delivered Programs, if students wish to query their mark for a particular Assessment, they should discuss the matter with their lecturer / teacher at the time the marks are released.
- (b) For all Programs, a student may request a calculation check review of their final grade by completing a [Review of Result Form](#) within ten (10) working days of the results being published and follow the steps outlined in the [Offshore Student Appeal Policy](#).

13. Assessment Quality Assurance

- (a) Assessment tasks will be subject to peer review periodically to ensure they effectively measure the Learning Outcomes.
- (b) The Executive Director, Academic or delegate, and the Assessment and Integrity Committee will ensure that the design of Assessment tasks is appropriate and meets required standards.
- (c) Final grades are approved by the Assessment and Integrity Committee, or delegated subcommittee, on the recommendation of the Course Convenor and recorded in the Student Management System.

14. Roles, responsibilities and delegations

This Policy operates within the context of, and subject to, relevant Australian State and Commonwealth legislation.

Role	Responsibility
Academic Board	Approval of Policy.
Assessment and Integrity Committee	Provide oversight of Assessment quality and integrity and approval of final results.
Executive Director, Academic	Ensuring the design of Assessment tasks is appropriate and meets required standards.
Course Convenor	- Day-to-day implementation of the policy and first point of contact for all enquiries that relate to the policy. - Quality of the Assessment schedule, tasks and delivery, including preparation, implementation, marking and reporting.
Student	Be familiar with and comply with Assessment

	information, including policy, procedures, coursework criteria and standards of Assessment. • Seek clarification about Assessment requirements if uncertain. • Engage in Assessment processes to support and enhance learning and progress, including reflecting on and actioning feedback.
Teaching staff	• Accurate records of all marks allocated to students for an Assessment are recorded by teaching staff • Assisting in the implementation of and adherence to this policy.

15. Definitions

Definitions and Acronyms	
Academic Integrity	Acting in academic and scholarly contexts with honesty, truthfulness, trustworthiness, openness, transparency, fairness and respect.
Academic Year	This begins on the first day of the first study period in a calendar year and ends on the last day of the last study period in the same calendar year.
Assessment	Assessment evaluates each student's performance against the prescribed Learning Outcomes for a unit of study.
Census Date	The date within each study period when a student's enrolment must be finalised and the last day a student can withdraw from a Course without financial penalty.
Concordance Table	Supports the interpretation of the relationship between UEEC scores and alignment with other English tests, including IELTS, TOEFL iBT, TOEFL PBT and PTE Academic.
Conferral	The formal and authorised granting of an award by the governing body of an educational institution to a person whose academic achievements entitle them to that award.
Course	A planned and structured sequence of learning and teaching that allows a student to gain knowledge, skills and understanding in relation to an agreed set of Learning Outcomes.

Definitions and Acronyms	
Educational Adjustment	Measures or actions taken to assist a student with a disability to participate in education, on the same basis as other students. Adjustments may be made in relation to teaching, learning and Assessment that assist a student to access Course content and Assessments.
Hybrid delivery	Combines both online and face-to-face learning and teaching activities in one class, thus providing greater flexibility around attendance.
Hurdle	A hurdle Assessment refers to a compulsory Course requirement, where a student must complete a set task or demonstrate a level of performance as a condition of passing a Course.
Learning Outcomes	Learning outcomes set out the knowledge and skills a student has acquired because of the learning in a Course. The expected learning outcomes will be specified in each unit outline.
Low Stakes Formative Assessment	Refers to an early form of student evaluation that has minimal impact on a student's Course grade. The purposes of this Assessment is to 1) determine a student's requirements for early intervention and 2) guide and enhance a student's performance.
Marking Rubric	A marking rubric is a table that itemizes all aspects of an Assessment task on which a student is graded. The rubric helps to communicate levels of achievement (standards) that a student can attain.
Moderation	Moderation is a quality assurance process that is used where required, to check that Assessment practices are applied equitably to all students in the same Course. Moderation includes processes put in place prior to marking and grading to ensure assessors understand Assessment criteria and performance standards and those put in place subsequently to ensure consistency in their application. Moderation ensures that marks or grades are awarded appropriately and consistently.
Special Consideration	A process for assessing and addressing the impact of events beyond the control of the student that have affected performance.
Supplementary Assessment	A supplementary Assessment is an additional Assessment (re-sit) that is provided to a student who has failed or was unable to complete an initial Assessment.
Term	The administrative time period in which teaching periods are defined and classes timetabled.
Transnational Education (TNE)	Education programs, Courses or services where learners are located in a country different from the one in which the College is

Definitions and Acronyms

based.

16. Related Policy and Supporting Documents

Related Policy Documents and Supporting Documents

Policy	• Offshore Student Appeal Policy • Offshore Code of Conduct Policy • Offshore Academic Integrity Policy • Offshore Moderation Policy
Forms	• Offshore Special Consideration Application Form

17. Policy Governance

Offshore Assessment Policy

Category/Business Group	Academic Programs
Published Externally (Yes/No)	Yes
Approver	Academic Board
Responsible Officer	Director of Studies, Academic English Director, Academic Programs
Contact Officer	Director of Studies, Academic English Director, Academic Programs
Effective Date	22 May 2025
Next Review Date	22 May 2028
Version	2.0

Revision History

Version	Approved by	Approval date	Effective date	Sections modified
2.0	Academic Board	22 May 2025	22 May 2025	Updating policy to be an 'Offshore' policy, incorporating award and non-award programs.

1	Executive Director Academic – David West	25 July 2024	25 July 2024	N/A
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